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ABSTRACT

This guide provides an in-depth description of guidance and counseling as they relate to adult education. One major theme stressed is that guidance is an integral part of adult education, serving students by facilitating their learning and self-fulfillment. Topics covered are the concept of guidance within adult education and the adult education counselor's attributes, training and experience; the support staff which assists the guidance counselor--administrators, teachers, paraprofessionals, peer counselors, and the clerical staff; and staff development. The actual scope of services includes the counselor's role in student recruitment, consideration of the student's needs, record security and confidentiality, group dynamics, information services, relationships with other school personnel, job placement services, community agencies and referral resources, and actual student advocacy. Research and evaluation, including the related topic of needs assessment, are also examined. (LS)

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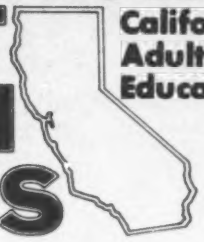
GUIDANCE SERVICES IN ADULT EDUCATION PROGRAMS



California Adult Education

A LEADERSHIP MONOGRAPH

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Preface

Adult education in California has grown in the past 100 years from a small beginning of classes in English as a second language held for Chinese laborers in San Francisco to a comprehensive program designed to meet the educational needs of the state's adult population.

Guidance services for adult students were slow in their development. In the beginning guidance services consisted primarily of the evaluation of past school records and programming for students enrolled in the high school diploma program.

As the evaluation programs developed in community adult schools, the recognition and acceptance of the need for expanded counseling and guidance services also developed.

Guidance activities and services now must be regarded as an integral part of the adult education program. Title 5 of the California Administrative Code provides that "An approved adult school shall provide properly certificated nonteaching counseling and guidance personnel adequate to meet the needs of the students."

The contribution of the California Adult and Continuing Education Counselors Association (CACECA) and its members, Mary Kirk, Kay Alarie, and Ernie Ono, who were instrumental in the preparation of this monograph, is gratefully acknowledged. Also, the support and encouragement of the California Personnel and Guidance Association (CPGA), of which CACECA is an affiliate, is gratefully acknowledged.

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The Concept of Guidance Within Adult Education

Change appears to be a permanent characteristic of the American society. As changes occur, people must adjust to those changes. The basic purpose of the adult education counseling and guidance service is to help to make the required adjustments as beneficial as possible to the adult education students. The guidance service is directed toward helping the students to help themselves.

Adult education students require information concerning such matters as employment, educational programs, and public assistance as they make necessary adjustments in their lives. Assistance of a more personal nature is also available in that feelings and attitudes are often discussed by students and counselors.

The effective counselor will help to create a situation in which each student will be able to develop understandings and insights based on his or her own cognitions. The use of the information provided and the subsequent decisions are the responsibility of the students. Helping students to make informed decisions is one of the primary goals of the guidance program.

The concept of helping students to handle their own problems permeates nearly all of the following descriptive statements regarding the adult education guidance and counseling program:

Guidance is –

- A process during which students make discoveries about themselves that lead to changes in behavior
- A means of providing an accepting environment within which students move toward self-fulfillment, develop a positive self-image, and accept the responsibilities of community living
- A system of support for students in determining long- and short-range goals and objectives for their lives
- A program for all students within which planning, scope, and sequence facilitate the counseling process
- A program that permits the counselor to assist students to solve problems in a reasonable and objective manner
- A means of identifying the needs of students and making suitable recommendations
- A service to assist students to be effective in the decision-making process
- An information service about career opportunities and the world of work
- A referral system for further education or training
- A cooperative planning of exploratory work programs in keeping with students' own ideas of their abilities and goals
- A sharing of the responsibilities to improve class offerings and the climate for learning
- A way of providing liaison with other community activities
- A continuous learning process through which both the counselor and the student grow

The statements provide a comprehensive view of adult education guidance, and they illustrate the complexity of a full guidance program.

A school guidance program exists to help meet the needs of students. There really is no other purpose for establishing a guidance program. Students have needs unique to their respective age groups. An adult may have a need for one or more of the following:

Basic education
English as a second language
Citizenship
A high school diploma
Preparation for post-secondary and/or higher education
Employment preparation, job maintenance or advancement, and career change
Career entry and reentry skills
Parenting and family skills
Community and global understandings
Consumer and survival skills
Health, safety, and physical fitness

Self-improvement and self-fulfillment
Avocational pursuits
Coping with aging and preparing for retirement
Vocational pursuits
Socialization
Basic literacy

The foregoing is a sample of the adult needs which could be addressed by an adult education program. The guidance and instructional programs function cooperatively, assisting students as they strive to meet their individual needs. This monograph provides an in-depth description of guidance and counseling as they relate to adult education.

One major theme which runs throughout this document is that guidance is an integral part of adult education, serving students by facilitating their learning and self-fulfillment.

The Adult Education Counselor

The earliest adult education guidance services were provided by persons whose primary responsibilities lay in areas other than guidance and counseling of adult students. These persons might have been teachers with an interest in counseling, counselors from other educational levels, or persons who were administrators of small adult schools and who performed these services as an adjunct responsibility. As the adult education program has grown in scope and sequence, so has the need for more guidance services.

Attributes

Guidance personnel are persons with diverse backgrounds and a wide range of interests. Persons who provide guidance services for the adult population should have certain attributes. These attributes would include the following:

- Nonjudgmental acceptance of individual differences and wholehearted belief that people are different in many ways; that regardless of the specific difference, each participant has something to contribute and something to gain from the educational program
- Ability to inspire trust in a student and to establish immediate rapport and confidence
- Willingness to allow students to make their own decisions and choices after options have been presented
- Ability to listen
- Warmth, empathy, and responsiveness to student needs
- Sensitivity to verbal and nonverbal cues
- Sense of humor
- Willingness to participate in the adult education team effort
- Willingness to take risks and to accept and live with occasional failure
- Awareness of his or her own limitations, and a willingness to refer to other resources when the occasion indicates

Training and Experience

California Administrative Code, Title 5, Section 10589 states: "An approved adult school shall provide properly certificated nonteaching counseling and guidance personnel adequate to meet the needs of the students."

"Properly certificated" means that the counselor holds a State of California credential authorizing pupil personnel services at the adult education level.

Ideally, counselors should have experience in teaching and/or counseling adult education students, high school students, or community college students. Counselors should have had instruction designed to help them develop understanding of the unique needs and provisions of adult education.

Adult school counselors should have experience and training not only in educational areas but also in various activities related to the world of work. They should also be knowledgeable of, and probably be credentialed in, a subject usually taught in the adult educational program.

Effective adult education counselors also have the following talents and characteristics:

- Ability to interpret for clients the requirements of various occupational fields
- Ability to administer and interpret tests of ability, interest, and vocational aptitude
- Ability to identify and interpret for students appropriate information about programs designed to help students acquire a high school diploma or its equivalent
- Willingness to serve as resource persons for community services and activities
- Willingness to keep abreast of the variety of services offered throughout the area and ability to refer students to agencies providing services required by the students
- Awareness of curriculum needs and development and knowledge of techniques of writing effective lesson plans and course outlines
- Ability to remain calm in a period of crisis and serve as a soothing influence in crisis situations
- Commitment to an active role in student advocacy
- Ability to work in harmony with other school personnel

Ability to interpret effectively the adult educational program

Awareness of the benefits to be accrued from participation in professional associations and the effective representation of adult education programs

Respect for the individual and for individual differences

Acceptance of the individual as a personality

Personal response (Each student requires a personal response and a personal reaction to an expressed need.)

Understanding (The client must be confident that the counselor really understands what is said.)

The ability to let people be what they are

Scope of Services

The scope of adult education counseling services is limited only by the counselors' experience, creativity, imagination, and vision. This is one area of the educational process where the scope is not rigidly defined. Thus, the needs of adult education students may be served more effectively.

Counselor's Role in Student Recruitment

Adult students come from all segments of the population. Many are attracted to the school through word-of-mouth advertising by successful students.

Adult school counselors should be *available.* They should visit classes; they should be *visible.* They should follow up on information contained in the enrollment material submitted by the student. Many adult education students may be unaware of the full range of educational opportunities offered. Through effective counseling, they may be encouraged to continue their education.

Adult education counselors should keep in touch with the teaching staff to identify those students who might not have made plans for further education or vocational development.

Adult education counselors should maintain contact with high school personnel regarding actual or potential high school dropouts. These students should be contacted, given information, and assisted in making plans for continuing their education.

Keeping the public informed about the adult education program is an important part of the counselor's total responsibility. The counselor should take advantage of every opportunity to provide information about the adult education program. Information can be disseminated through the following:

Brochures
Publications
Radio
Television
Presentations before community groups

Adult education counselors should maintain close liaison with community resources to facilitate referrals and to act as resource persons for other agencies.

Initial Interview

Probably the most crucial point of the counseling process is when the student first comes to the facility to enroll. Counselors must create an atmosphere of acceptance so that the student will feel welcome and at ease. The initial interview should also result in development of a tentative plan for meeting individual and developmental needs as perceived by the student.

It is essential that counselors be able to stimulate an atmosphere of privacy and warmth for the initial interview. Even during peak enrollment periods, every effort must be made to assure students that their needs and plans are not lost in a welter of enrollment activity. Each facility will have different enrollment procedures, but certain basic activities are common to all. These would include:

Completion of forms which provide basic information such as name, address, telephone number, and other pertinent data
Identification of students' needs and goals
Identification of qualifications for special assistance as provided by such agencies as the Department of Public Social Services, Veterans Administration, Department of Rehabilitation, and others

Orientation

During the orientation session counselors should explain the physical plan of the school, the provisions for earning credits or certificates, and the organization and administration of the school. Counselors should also explain satellite programs day and evening class schedules, school activities, student body activities, and other general information needed to help make new students comfortable and familiar with the total program.

The orientation information may be provided in group meetings, through tape recordings or films, or as needed on a one-to-one basis. Printed

materials, maps, handbooks, and other information might be given to the students at the orientation session. Fees and costs should be explained, and provisions for obtaining materials and books should be explained.

Information regarding available financial aid or student loans should be a part of the total orientation. Any forms necessary for applying for aid should be completed. The need for maintaining required attendance should be explained, particularly as this applies to financial benefits.

On the basis of the information obtained in the initial interview, counselors will make decisions regarding any testing needed at this time. These decisions will also be influenced by the requirements for proficiency based education.

Initial Assessment

New students may need to be assessed before programming takes place. These assessments may be made in any of several different ways. Some of these would be:

- Tests administered by counselors during the initial interview might include the *Wide Range Achievement Test,* the *Quick Test,* an oral reading test, or any other suitable instrument.
- Objective tests administered by teachers within the classroom setting are required in adult basic education programs and may also be applicable to high school diploma programs and vocational training classes.
- Special group testing may be scheduled during and immediately following the peak enrollment period.
- Informal testing of prospective English-as-a-second-language students can help to ensure placement into proper levels. Such assessment can be done through conversation, through interpretation of pictures, or in written tests.

Preliminary Program Planning

On the basis of the information gathered and the results of testing, counselors and students together will plan preliminary programs. Critical factors to be considered when developing the preliminary program include the following:

- Needs and stated goals
- Earned educational credits
- Time available for classes, job commitments, community responsibilities, and family commitments
- Motivation to succeed
- Client ego strength

Once the preliminary program has been developed, counselors will be able to outline time frames for the students' overall educational program, discuss alternative plans, and encourage students to return for additional counseling, as needed.

Class Assignments

At this point, written tentative programs are completed for the students, including room numbers, teachers' names, and class identification numbers. Enrollment forms are also completed. If the school has computer services, computer cards may be filled out and the students may sign waivers for use by the school in sending for previous school records.

Tentative adult programs should reflect many factors: students' needs, results of any preliminary tests, self-assessments, and need for further evaluations. Also, new educational experiences, especially for students who have been out of school for several years, must offer the maximum opportunity for success, as such success will motivate students in their educational programs.

Educational Alternatives

Depending upon individual circumstances, educational alternatives may appropriately be discussed with students. The GED tests may provide a viable alternative for those students who have little formal education or credits. Another alternative for those students might be the *California High School Proficiency Test.* For others, direct referral to a community college may be a reasonable alternative.

Counselors should be aware of all educational and vocational education programs available within the community, and they should not hesitate to refer students to those programs if the students' needs cannot be met in the adult education program. However, counselors should be sure that the students are aware of the many other educational opportunities that are available within the local schools and that might be utilized at later dates to meet other objectives.

Students must feel free to make their own decisions and to accept responsibility for those decisions. However, they must also understand that the counselors are available at any time to help when help is needed.

Counselors should develop a systematic program for the review of students' progress. Such a system is particularly important when new information arrives in the form of school records or at the end of each quarter or semester. It is also helpful at any time that students are not making expected progress. Review of student progress can be conducted formally in the counseling office; or it can be conducted informally. Methods of review might include the following:

Visits to classrooms to observe participation and progress
Informal chats
Formal interviews
Discussions with teachers

Teachers should be given any information about students that might help in planning for a successful experience. Although care must be taken to respect confidentiality, teachers should feel free to discuss with counselors any problems relating to students' progress or lack of progress.

It is becoming increasingly vital that this relationship between teachers and counselors be sustained in the light of recent legislation on competency based education and mandated proficiency standards for the high school diploma. Counselors must be involved cooperatively with the teaching staff and administrators in developing, reviewing, and assessing student competencies.

Needs of the Student

Each student in the adult education program has different needs that must be met, understood, and addressed. Those needs are diverse and range from having a need for basic literacy to a need for assistance in coping with aging or in preparing for retirement.

The following narrative discusses the manner in which guidance staff work as they deal with selected needs.

Basic Literacy

Adults who cannot read or write are the most difficult to recruit through normal recruiting methods. They do not respond to brochures mailed to their homes. They do not go to libraries and do not read the newspapers. The most successful method for recruitment is by word of mouth. Often these students are brought to the school by friends who have been successful with their programs. Community agencies, churches, and community service radio and television announcements can all be utilized in recruiting these students. Illiterate adults are generally very apprehensive, and the need for counselors to establish rapport is vital.

Routine counseling techniques often do not apply when basic literacy is the primary need of the student. Counselors must often complete the enrollment forms for such persons without calling attention to the students' inability to read or write. Perhaps testing might be delayed until the reasons for the testing are clear and the feeling of security within the educational setting has been established. These students generally need recognition, encouragement, and acceptance more than any other group of students. They have lived with failure and rejection; and feelings of inadequacy are very deep. Effective counselors will want to learn the names of these students and to use their names at every opportunity.

English as a Second Language

Students who become a part of the adult education program to learn English as a second language come from a wide variety of backgrounds. It is essential that at the initial interview an effort is made to evaluate each person's educational background so that appropriate credit is given for those skills already learned. Common to many of these students is the problem of adjusting to a new culture and/or to a new language and the need to learn survival skills within this new culture and language. These students include college-bound foreign students, immigrants, refugees, and long-term residents of the barrio.

Counselors should be familiar with those immigration laws and visa requirements that are applicable to foreign students. They should try to identify persons within the community or on the staff who might have the necessary language skills and who might be available for assistance. Counselors should be encouraged to learn enough phrases in the dominant language of the non-English-speaking or limited-English-speaking students to be able to effectively counsel these students.

After they have become sufficiently proficient in English, students who have the appropriate immigrant status might be encouraged to enter classes in Americanization to prepare themselves for citizenship examinations. Counselors should encourage those who do not have a high school diploma to continue in the adult program. Every effort should be made to obtain records of previous educational credits earned.

High School Diploma

Specific requirements for a high school diploma vary from school district to school district. Counselors should be familiar with the requirements of the local district as well as those elements that are characteristic of diploma programs throughout the state.

Counselors should be aware of the differences in the backgrounds of the adults who come seeking the high school diploma. First are those adults who, for a variety of reasons, did not complete the high school diploma programs while they were in high school.

These students probably feel embarrassed and defensive about entering an adult school. Some may be concerned about what others might think. Will they be considered stupid? Can they still learn? What will their families and friends say about the program? They may have been out of school for some time and feel that they will not be able to adapt. Counselors need to be sensitive to these feelings and to reassure the students that the adult education program is an entirely different program, that they are now more mature and ready to learn, and that all the help that can be marshaled is available for their needs.

Counselors need to convey to students that they are aware of the importance of their decision to return to school. Students may be concerned about the amount of time required to earn a diploma, and all alternative ways to earn credits should be explored (e.g., credits earned through work achievement and through examinations). Every effort must be made to assure students that they can earn a diploma within a reasonable amount of time.

Concurrent Enrollment

Some adult education students may also be enrolled in a public day high school. They may be enrolled in the adult program to make up classes they have failed, to take vocational education classes, or to seek enrichment. Generally, both parental and day school administrative approval is required for such enrollment. Close cooperation between the day school and adult school counselors is necessary. The student should be able to benefit from a more mature educational setting. Students concurrently enrolled in public day high schools will be expected to obtain their diplomas from the regular high school they attend.

Other minors who may attend adult education programs to earn a diploma are those who have been excused from attending the day school because of special circumstances. Counselors should be made aware of these special circumstances in order to be effective.

Preparation for Post-secondary or Higher Education

Some adults come to the adult education programs to prepare for enrollment in two- or four-year colleges or universities. These adults may need to develop better reading skills, to meet a specific requirement for admission to a college or university, or to brush up on learning techniques. Others might want to take courses which lead to more advanced or technical programs.

Counselors should be familiar with the basic requirements for admission to colleges, universities, or other vocational institutions and should be able to assist students in choosing appropriate classes. Counselors should have access to information regarding scholarships and other financial aid and should help students to obtain such aid when needed.

Employment Preparation, Job Maintenance or Advancement, or Career Change

Employment preparation classes are planned to meet the needs of students who are preparing to enter the employment market for the first time. These students may have an unrealistic view of their own abilities and places in the job market, the world of work, and the expectations of employers. Counselors will need to work closely with the teachers of these classes to help the students find out as much as possible about their interests, aptitudes, vocational skills, and achievement levels and how to relate these to the job market. Counselors may wish to schedule group counseling sessions for these students.

Some adults enroll in the adult education program to upgrade job-related skills, to learn new skills required for advancement in their occupations, or to satisfy the requirements of employers. Some vocations require completion of specific education programs to qualify for the renewal of licenses or certificates.

Some persons attend adult education classes to prepare themselves for reentering the job market. Such special circumstances as child rearing responsibilities, marriage, illness, or disability may interrupt a career. Other persons find that economic developments have eliminated employment classifications and that jobs for which they are trained or in which they have had experience no longer exist.

Students who are preparing to go back to work frequently need to take brush-up courses or to

participate in retraining programs. They also need supportive counseling. These students need to be retested and given information about job training and retraining opportunities. Skills and avocational interests might be investigated to help the students seek alternative job opportunities.

Some adults find that they have reached a dead end or are no longer challenged by their jobs. These adults also need an opportunity to explore the job market and to take vocational aptitude and interest tests. They also need counseling assistance in reviewing the career opportunities available.

Parenting and Family Skills

Counselors in the adult education program will be dealing with many persons who want to improve the quality of family living and to upgrade skills associated with being a parent. Others may wish to learn how to adjust to rising costs and to learn skills of home management, nutrition, meal preparation, and conservation of energy. Counselors should help teachers expand the curriculum to meet the needs of all adults in the community.

Self-Improvement and Self-Fulfillment

Many adults enroll in an adult education program to fulfill a desire for self-enrichment. They may want to learn a new skill, to explore new areas of human development, or to test their potential for community participation and leadership. Adults may not always be able to put their desires into words, so counselors must be empathetic listeners and must take the necessary time to encourage and help these students to express their thoughts and feelings.

Adults who express an interest in becoming involved in community activities may be encouraged to enroll in community leadership training and public speaking classes and in other adult education programs designed to help students develop a sensitivity to the needs of the public. Counselors may act as a referral agent for such people and give them suggestions for developing potential for effective public service. Other adults may be directed into community service through classes that aid in the development of volunteer skills and classes that help to explore opportunities available in volunteer work.

Adult education programs can also act as a dynamic social interaction force, and counselors should not underestimate that value. Adults who are forced to live alone can be helped to adjust to that situation through participation in classes designed to aid in the development of independent living skills. Such classes can help these adults improve their self-confidence, to make new contacts, and to develop new relationships and friendships within the school setting and within the community.

Some adults will express to counselors a feeling of emptiness within their lives. Other adults may have loneliness thrust upon them through life circumstances that suddenly force them to live alone. Adult school counselors can provide a service by assisting these people to adjust to such situations, develop independent living skills, improve self-confidence, and make new contacts, relationships, and friends within the school setting and the community.

Consumer and Survival Skills

Adult students may have questions and problems related to consumerism and to other daily living activities. Counselors may have to give precedence to these problems because of their urgency. Counselors may receive requests for information about the public transportation system, housing, budgeting, shopping, credit and installment purchasing, banking, and services provided by public agencies. Counselors may provide needed information or refer students to other resources within the community. Counselors may also direct students to courses designed to help students develop consumer and survival skills. Additionally, counselors need to be involved with teachers in the expansion of the curriculum to meet these needs.

Health, Safety, and Physical Fitness

Many adults look to adult education programs to meet individual, community, and societal needs for health, safety, and physical fitness. As a result, programs have been developed in first aid; cardiopulmonary resuscitation; driver education; traffic safety; alcohol, tobacco, and drug abuse; self-defense; physical fitness; and weight control. Counselors need to be aware of the course contents of such programs and special admission requirements. They may even perform important liaison functions with the public and private agencies that sponsor such programs. Because some of these programs are mandated and others deal with personal feelings, counselors must exercise patience and understanding when discussing course offerings or requirements.

Avocational Pursuits

The development of adult education programs as vehicles for the pursuit of avocational interests is a

legitimate function of the public school system. The shortening of the work week and the prevalent lack of worker satisfaction highlight the need for improved quality of leisure time. Counselors must be aware of the dynamics of leisure time counseling and assist adults to explore adult education courses that are primarily avocational in nature. Such courses may stimulate feelings of reward and satisfaction and, thus, assist adults in adjusting to or solving the problems in their lives. Additionally, such courses may lead to vocational opportunities.

Rehabilitation

The Rehabilitation Act of 1973 provides for affirmative action programs for handicapped persons. Under the provisions of the act, handicapped persons must be granted the same opportunities of education and employment that are enjoyed by nonhandicapped persons. Facilities must be accessible for the handicapped. Counselors must be sensitive to the needs of the handicapped population and help to ensure that buildings and services are planned to meet those special needs. Services for the handicapped may include providing an interpreter for the deaf and arranging for braille equipment for the visually impaired.

In addition to ensuring compliance with legal requirements relating to academic opportunity for the handicapped, counselors can help to ensure social acceptance of these students. When counselors can totally accept the conditions of the handicapped, they serve as models for staff and students in relating to handicapped adults. Counselors must deal realistically with the nature of each handicap and effect the placement of such students in appropriate programs that will ensure probability of success.

Coping with Age and Preparing for Retirement

As adults grow older, it is vitally important that they remain active, find challenging opportunities for service, and receive the assurance that many avenues of learning are still available to them. Counselors should help teachers design courses to assist the older citizen. Such courses might include consumerism; cultural, recreational, and service activities within the community; and coping with problems of health, disease, and death. Counselors can also fill a very important role by reassuring older persons that they are wanted and needed and that they still have much to offer to society. Older citizens may be recruited as effective participants in counseling activities, as role models for other adults, as school leaders, and as important human resources.

Counselors should recognize the need for classes designed to prepare adults for retirement. As longevity increases, the continuing education for older persons will need to expand and diversify. Counselors can fill a vital need in interpreting these programs for older citizens and in helping them find the proper courses and activities for a satisfying retirement.

Undefined Goals

Adults may telephone an adult school or come in person to inquire about courses available. Such inquiries should be considered as requests for help, even though specific needs may not be expressed. Counselors must take the time to listen and to ask leading questions in an effort to identify the needs of the person making the inquiry. Often the counselor can encourage these persons to enroll in a diploma program, a vocational training course, or a self-enrichment class.

Records–Security and Confidentiality

Counselors are responsible for initiating a student file for each new enrollee and for supervising the proper maintenance of a recordkeeping system. Such a system should provide for easy maintenance, adequate security, and accessibility. Procedures should be established for the receipt, transmittal, and custody of student records and information. These student files should include all information relating to student achievement, credits earned, current classes, personal information, and identifying data. Counselors should be able to interpret and evaluate records from other educational institutions, foreign transcripts, and work experience credits. Counselors should also identify the kinds of information that should be retained in the student file.

Confidentiality of student records must be maintained, and information should only be released in accordance with state and federal regulations. Access to student files should be limited to staff and others authorized by the student.

Group Dynamics

As the individuals in an adult education group begin to develop a feeling of *belonging* to a group, the counselor should see a growth in rapport, warmth, and acceptance that often helps students to express themselves. Counselors should plan a program of guidance that will lead the students toward increased maturity and personal development.

The chief purpose of the counseling services for adults is to help adults enter the educational

program that is best for them and to help them make the adjustments that are necessary to allow them to profit fully from each educational experience.

In both formal and informal group sessions, counselors can help students to solve problems, to develop self-awareness, to become assertive rather than passive, and to clarify their own values. Counselors should schedule these sessions as needs arise. Counseling groups could be organized with the cooperation of a teacher when all or most members of the class would benefit from the session. Very effective small group sessions can take place in the hall during coffee breaks.

Information Services

Counselors must be able to provide pertinent and current information on opportunities for educational, occupational, or personal development. Information about the local adult education program should be available to students in the form of brochures, pamphlets, printed course lists, graduation requirements, and any number of other publications. Catalogs and brochures should be available from other educational institutions in the community, both academic and vocational. College and university catalogs should be available for those who might wish to explore higher education opportunities. Counselors should make these materials readily accessible to students and should assist them in interpreting the information in conjunction with the students' educational objectives.

In addition to the educational brochures and catalogs, counselors should also have current information about job market trends, vocational research, apprenticeship programs, and vocational opportunities available in the armed forces.

Guidance information is also available in the form of recordings, cassettes, films, slides, and consumer education materials. Counselors or other trained personnel should act as resource specialists in recommending such materials when students seek information on improving or developing self-awareness. All of these materials should be easily accessible.

Relationships with Other School Personnel

In many adult education programs, the counselor serves in a quasi-administrative role. Because of this unique position, counselors are able to advocate a strong guidance program, recommend needed improvements, and participate actively in policy decision making.

Counselors are often assigned responsibility for program development in basic education, geriatrics, English as a second language, or other specialized areas. Such activities provide opportunities to develop strong guidance programs and effective relationships with other school and community personnel. Because of their unique position, counselors are able to influence many activities that directly affect student growth and development. Because of their varied responsibilities, counselors frequently have opportunity to participate in activities resulting in curriculum change and development, effectively planned plant facilities, student recruitment, and development of programs of school-community relations.

Counselors should also assist in initiating and implementing in-service training and development programs. Because of the large numbers of persons who enroll in adult education programs, the counselor may not be able to personally counsel every student. Counselors must depend upon teachers to assist with the guidance process. Counselors must foster effective communication with the faculty and must be readily accessible to the teachers.

Often the students' first contact with the adult school program is with a member of the classified staff. Counselors must develop rapport, understanding, and a good relationship with the members of the classified staff so that a feeling of acceptance and warmth is present in this initial contact. Additionally, counselors should keep the classified staff informed about programs and procedures so that students will receive correct information and professional consideration.

The adult school program is a part of a much larger and more comprehensive educational program. Students who drop out of secondary schools frequently become students in the adult school program. Other adult education students may be concurrently enrolled in the area's high schools. Information may be more easily obtained and the quality of services improved when an effective working relationship is established between the counselors of local schools and the counselors of adult programs.

Many adult school students continue with an educational program beyond the adult school. Therefore, it is necessary to gain the cooperation of local trade schools, community colleges, and four-year colleges and universities.

Job Placement Services

Students who have completed their educational or training programs in an adult school may require additional guidance services. Adult school counselors should provide these services, when re-

quested. One such service involves job development and placement. This service involves keeping potential employers informed of the vocational training programs in the adult school and of the potential labor supply. Counselors should be aware of the employment potential of those who have completed vocational education courses. Proper referral procedures should be established, and all employment services in the community should be utilized.

Students who desire further education or training should be encouraged to investigate all available post-secondary programs. These students might also need help with the enrollment procedures.

Counselors should help adult students obtain financial assistance needed to attend post-secondary programs. In recent years a growing number of programs have provided financial assistance in many different categories. Among these are programs sponsored by local, state, and federal governments, and educational institutions and special programs for minorities and the disadvantaged.

Community Agencies and Referral Resources

Adult school counselors should also be aware of all other community resources and agencies that provide counseling services. These special resources include, but are not limited to, the following:

- Department of Rehabilitation, which specializes in the rehabilitation of disabled and handicapped persons in need of vocational training or retraining
- Regional centers, which provide services for the developmentally disabled individuals
- Department of Public Social Services, which provides services for the economically disadvantaged individuals
- Department of Health, a state agency that provides services for those in transition from mental hospitals and from drug and alcohol abuse programs and for those living in board-and-care homes
- Employment Development Department, which provides employment services, counseling, and CETA placement programs

Directories are available from many different agencies. These directories contain information relative to community resources. Adult school counselors should have access to these directories so that they can provide students with information about all counseling services available within the area. Counselors should be aware of what is provided and how to make proper referrals. Community agencies should be informed about the services available at the community adult school. Counselors should familiarize themselves with community services offered through churches and self-help or community action groups and be able to utilize them to help meet the needs of the students.

Resources in Business, Labor, and Industry

Counselors play an important role in formulating and developing advisory councils for the operation of vocational programs in adult education. Such councils would appropriately be composed of representatives from business, labor, and industry. The responsibility of such an advisory council would be to offer constructive advice in the development of curricula in vocational education programs that lead to employment. When credit toward a high school diploma program is granted for work experience, the leaders of industry and business need to understand the program. They should also provide leadership in the development of appropriate evaluation instruments, which will help adult school counselors decide how much credit to allow for various kinds of experience.

Specially Funded Programs

Adult school counselors should be familiar with specially funded programs. Some of these programs are designed for handicapped, disabled, unemployed, or underemployed persons, and for welfare recipients. The counselor may assist in obtaining funding by providing the needs assessment data and other information for project writers. Examples of specialized programs are adult basic education (including English as a second language), CETA programs, and special programs for refugees.

Student Advocacy

Students sometimes need an advocate to present their grievances to the administration. Counselors are in a unique position to represent the views and needs of students to the administration, to teachers, to other students, and to community agencies.

Supportive Guidance Services

Guidance services permeate the total adult education program, and personnel other than counselors may from time to time provide guidance services. Basically, any program should provide those services that will help people to help themselves and those services that will help people to identify and develop potential.

The Expanded Counseling "Staff"

The large number of students enrolled in the adult education program serves to prevent the establishment of a personal counselor-student relationship with every student. Every member of the school's staff can provide guidance services for students. A part of the counselor's responsibility involves preparing those staff members to provide accurate information and effective service.

Administrators

The administrator sets the tone for the school and provides for a proper attitude and acceptance. The administrator's example sets the atmosphere for successful guidance and educational experiences for the students. Often the administrator is involved in informal activities that result in improving guidance relationships. These might be during social activities, coffee breaks, and classroom visits. The administrator models proper guidance attitudes for the faculty.

Classroom Teachers

Classroom teachers provide the *first* level of guidance services. They observe the students and are in the best position to evaluate student progress and problems. Successful teachers know that effective teaching requires an atmosphere that is conducive to the development of attitudes within which the students can develop their potentials. Successful adult school teachers know the limitations of the job and are able to refer students to counselors when such referrals seem necessary for student attainment of educational objectives or personal adjustment.

Paraprofessionals

The role of the counselor aide in any adult school program is to relieve counselors of routine paperwork. Making program changes, completing data processing cards, and recording information consume much of the time of professional counselors. By relieving counselors of these routine tasks, paraprofessionals permit counselors to spend more time counseling. Paraprofessionals must help to make students feel comfortable in the school setting and encourage them to accept the value of counseling.

Peer Counselors

Peer group counseling takes place whenever students communicate with one another. Counselors should be alert to the composition of various groups of students and use these informal situations as a part of the counseling program. Frequently, one student can help an individual or a group of students with educational problems. Being asked to help someone can build the student's self-esteem and improve the student's self-image. Students who need help may also feel less threatened when counseling is offered by a member of their peer group.

The Role of the Clerical Staff

A member of the clerical staff is usually the first person a student sees or talks to at the adult school. It is essential that the support staff be warm, empathetic, and knowledgeable about the adult education program and about the adult students, themselves. Support staff members should be well versed in the resources within the school so they can refer students to the appropriate persons or programs. Students must feel that the time spent in getting to the school has not been wasted. Well-trained and qualified clerical personnel enhance the counseling program by helping students who are confused, by providing current and accurate information, and by collecting routine information about the students.

Staff Development

Counselors are familiar with the needs of students, the problems of the teachers, and the resources of the community. They are in a very good position to help in the development of in-service training programs. Counselors should also be able to conduct staff development programs relating to curriculum change, human relations, educational management, planning for the future, stress and survival needs, and any other area that has implications for adult education.

Participation in staff development programs is a way of keeping abreast of the changes that occur within the educational community.

Research and Evaluation

An effective and efficient adult education program is designed to meet the identified needs of the adults in the community. Accurate interpretation of research and evaluation findings and appropriate modification of the program to meet the changing needs of the community are critical to an effective program.

Needs Assessment

A needs assessment is essential to any program initiation or development. The needs assessment begins with the identification or description of the community. Adult educational activities are a part of the total pattern of life in the adult community. Researchers need to learn as much as possible about the areas surrounding the adult school.

Normative information such as census data is readily available. The Employment Development Department has information about the job market, the ethnic makeup of the community, housing values, rates of unemployment, and other pertinent data. Other agencies that can be helpful include the social security offices, the Department of Social Services, the county probation department, local churches, and self-help agencies. Most educational centers, such as offices of the county superintendents of schools, have information about the educational level of the various communities, the percentage of dropouts living within the area, the number of single-parent families, and the educational opportunities available.

Transportation services need to be reviewed, including those available for handicapped persons. Other resources need to be canvassed: educational, cultural, and recreational facilities. Counselors should visit within the community. Adult counselors need to develop feelings for and understandings of the factors that contribute to the values, attitudes, and needs of adult learners. The counselors' function is to interpret these needs to administration, to staff, and to the board of education when asked, in order to more effectively plan for programs that will be useful to the community.

Research

Adult education counselors should be aware of current research conducted at local, state, and national levels about adult educational programs. Counselors should be able to understand the results of research and the implications of various research projects for local programs. Counselors are called upon to interpret research data for the community and the administration. Innovative and experimental programs in other areas should be evaluated with a view toward implementing them in the local school. Whenever feasible, counselors should conduct research locally and make recommendations based upon that research.

Counselors should be knowledgeable about legislative developments affecting the legal and financial aspects of adult education, particularly as those developments affect the local program. Counselors should also take an advocacy role in influencing legislation that affects the local program and the larger program of adult education within the state.

Evaluation

Adult education is a tax supported program, and fiscal and program accountability is essential. Supporters of adult education need to know the objectives of the programs and how well these objectives have been realized.

Since guidance is an integral part of the educational program, the guidance services should be evaluated on the same basis as that used for evaluating the total program. Evaluation is a method to improve performance. Performances improve because the staff and students receive positive reports of the evaluation results. A program should contain clearly stated, written goals and objectives which should be understood by all those who have responsibilities for achieving them.

Goals and objectives need to be revised as a result of continuing, systematic, and effective evaluation. The adult education administrators should be able to demonstrate that the program is

worthwhile and that it is effective in meeting the needs of the community.

A well-conceived follow-up program should include periodic checks of student progress in classes, the study of the causes of adult school dropouts, and a method for obtaining information about graduates who proceed to higher levels of education.

Adequate time and financial support should be given to a program of self-evaluation. Counselors should provide leadership in this evaluation process. Tools to be used would include opinionnaires, questionnaires, checklists, student body input, conferences, student progress as reflected in grades and earning of credits, and faculty input and participation. Follow-up studies may involve collecting information from former students, staff members, and students' employers. Procedures to be used in the collection of data will depend upon the availability and cooperation of the former students and their employers.

Finally, when educators are able to articulate clearly such factors as goals, types of students served, services, programs, and results achieved, they can justify the existence of the educational program within the community and can justify continued legislative support and funding.

Other Publications Available from the Department of Education

Guidance Services in Adult Education is one of approximately 400 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Risk Management Program (1977)	$ 2.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Attendance and Enrollment Accounting and Reporting (1977)	2.80
Bibliography of Instructional Materials for the Teaching of French (1977)	1.50
Bibliography of Instructional Materials for the Teaching of Portuguese (1976)	.85
Bicycle Rules of the Road in California (1977)	1.50
California Guide to Parent Participation in Driver Education (1978)	3.15
California Guide to Traffic Safety Education (1976)	3.50
†California Master Plan for Special Education (1974)	1.00
California Private School Directory, 1978	5.00
California Public School Directory, 1979	11.00
California Public Schools Selected Statistics, 1976-77 (1978)	1.00
California School Accounting Manual (1978)	1.65
California School Effectiveness Study (1977)	.85
California School Energy Concepts (1978)	.85
California School Lighting Design and Evaluation (1978)	.85
California Schools Beyond Serrano (1979)	.85
Computers for Learning (1977)	1.25
Directory of Private Postsecondary Institutions in California (1978)	1.50
†Discussion Guide for the California School Improvement Program (1978)	1.50
District Master Plan for School Improvement (1978)	1.50
English Language Framework for California Public Schools (1976)	1.50
Establishing Parent Education Programs (1979)	2.00
†Establishing School Site Councils: The California School Improvement Program (1977)	1.50
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1978)	1.50
Handbook for Instruction on Aging (1978)	1.75
Handbook for Reporting and Using Test Results (1976)	8.50
Handbook on Adult Education in California (1979)	2.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Hospitality Occupations Curriculum Guide (1977)	3.00
Liability Insurance in California Public Schools (1978)	2.00
Needs Assessment in Adult Education Programs (1978)	1.75
Physical Education for Children, Ages Four Through Nine (1978)	2.50
†Planning Handbook (1978)	1.50
Publicizing Adult Education Programs (1978)	2.00
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
†Students' Rights and Responsibilities Handbook (1978)	1.50

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.

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